Exam (Spring–2016)

Examination paper for Study program: Transcultural European Outdoor Studies

Course unit code: MAS427

Course name: Master Thesis

Deadline: 30.09.2016

Name: Louise O'Connor

Number of pages including front page:76

A Jigsaw of Wellbeing: Exploring the practitioner's perspective on the impact of Brathay

Trust's residential programmes on young people's wellbeing

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Abstract

Wellbeing is a topic which has become increasing prevalent in government agendas in the UK and internationally. Youth wellbeing in particular has become of critical concern as the effects of global and national economic and social instability have negatively impacted young people's wellbeing. The term wellbeing can be difficult to define and integrates many topics including economics, sociology, politics and psychology. Research indicates that especially in the case of 'at risk' young people, structural factors must be also taken into account, as well as individual, agentic factors which influence their wellbeing.

Research has shown that outdoor based programmes can have a positive impact on young people's wellbeing on a number of levels. Brathay Trust is a youth development charity which delivers community based and outdoor based residential programmes predominantly to young people from socially disadvantaged backgrounds. One of the four strands of Brathay's work has the focus of enhancing the wellbeing of young people with discrete needs. The present study examines the practitioner's' perspective on how residential programmes at Brathay contribute to young people's wellbeing. Wilber's (1997) Integral framework was employed as a tool for framing the concept of wellbeing throughout the current study.

With the complexity of the topic of wellbeing in mind, the overall guiding research questions was; *What are the practitioners' perspectives on how residential programmes contribute to young people's wellbeing at Brathay Trust?*
A qualitative approach was used, incorporating qualitative interviews and participant observations. Wilber's (1997) Integral framework was used to analyse the interview data concerning practitioners' reflections on how the residential programmes that they work on at Brathay impact young people's wellbeing. The interview data was analysed using Integral theory's four domains of; the subjective interior (I), the objective interior (It), the subjective collective (We) and the objective collective (It's) domains.

It was found that the We dimension, concerning relationship building, creating awareness of communication patterns and reflection on cultural norms, held the most weight in the practitioners reflections on how residential programmes contribute to young people's wellbeing.

It was also found that in the It domain, gender differences between practitioners were expressed in the type of activities that they felt had the most impact. Female participants emphasised more indoor, creative activities while male participants discussed outdoor activities more. It was also noted that although Brathay's philosophy ascribes to a critical pedagogical approach, there were few examples in the interview data of encouraging young people to question the 'status quo' of life external to the residential programme. The natural environment in the It's domain emerged as a site of potential development for its use in relation to young people's wellbeing

It was also explored how the We dimension interacts with the other quadrants in the integral model, in order to give an in depth analysis of the processes involved in a residential outdoor programme.

Wilber's integral model (1997), combined with Dodge et al.,' (2012) definition of wellbeing is proposed as a framework for programme planning which gives a holistic overview of the multiple ways that a residential programme can intervene to enhance a young people's self-awareness and ultimately wellbeing. Recommendations were made for the organisation including integrating elements of 'best practice' in wellbeing promotion, such as mindfulness, and the formal recognition of staff wellbeing within the organisation.

Acknowledgements

Table of Contents

Index of Figures

Index of Tables

Chapter 1: Introduction

1.1 Focus of Research

Young people's wellbeing is a topic which is increasingly high on the political and social agenda in the UK and internationally. Due to global economic and social instability, young people's wellbeing is particularly vulnerable, especially in the case of young people who are socially disadvantaged (Goldin, 2014).

In the current study, Brathay Trust, a youth development charity, was chosen as the context for the empirical exploration of practitioner's views of how outdoor based residential programmes in particular impact young people's wellbeing. The reasons are several; firstly, Brathay's approach to youth development, as a non-statutory intervention, has a unique contribution to make to the wellbeing of young people, alongside statutory interventions. Secondly, the practitioner's perspective is deemed to be valuable in gaining an insight into the 'on the ground' practice of outdoor youth development. Thirdly, since Brathay's work is extremely broad, focusing on the residential programme allows a specific context in which to explore the potential impact of outdoor learning on young people's wellbeing.

Wilber's (1997) Integral framework will be employed as an integrative way of mapping;

- A select overview of literature on the factors influencing young people's wellbeing.

- Literature from diverse fields on the contribution that outdoor/experiential approaches to learning can make to young people's wellbeing.

- Data gained from an empirical exploration of practitioner's perspectives on how residential programmes contribute to young people's wellbeing.

The title of the thesis is as follows; *A Jigsaw of Wellbeing: Exploring the practitioner's perspective on the impact of Brathay Trust's residential programmes on young people's wellbeing.*

1.2 Organisational Context- Brathay Trust

Brathay trust is a youth development charity, situated in the Lake District in Northern England, which has a 70 year history of working with 'at risk' and

disengaged young people, predominantly from socially disadvantaged backgrounds. A broad definition of at-risk adolescents is young people who, due to a range of social and economic factors, are vulnerable to high risk behaviours such as delinquency, teen pregnancy, substance abuse, conduct disorders or emotional issues (Santrock, 1995).

The mission of Brathay Trust is to empower young people by focusing on the skills, attitudes and behaviours that they need to develop their potential, their employability and their resilience. Brathay situates itself in practice as delivering 'outdoor youth development' which enables young people to 'develop their psychological wellbeing through personal development' (Stuart et al., 2014).

The residential experience is a key component of Brathay's approach to youth development and contribution to young people's wellbeing (ibid., 2014). Residential programmes are from two days up to one week long in duration in various locations including at Brathay Hall in Ambleside, Hinning House in the Duddon valley and Low Bank Ground in Coniston. Residential programmes often exist as part of wider community programmes, which are delivered in Brathay's offices at Wigan and Bradford Youth Centre.

As Brathay situates itself as 'youth development' there is an important distinction to be made between this practice and outdoor education, which focuses more specifically on outdoor and adventure based activities. Historically Brathay has ascribed to an approach to youth development which also incorporates art, music, drama, creative writing and film, as distinct from the parallel development of the Outward Bound philosophy which had a greater focus on outdoor activities (Dybeck, 1996). Brathay is thus particularly suited to operating within a wellbeing agenda is it is equipped to respond to a wide variety of needs of young people.

The research department at Brathay plays an important role in articulating the work that Brathay does. Within Brathay's model of youth development, developing young people's self-awareness is seen as an important stepping stone to wider concepts of agency and empowerment (Maynard, 2011).

As outlined by Stuart et al., (2014) Brathay's work falls into four mains strands:

1. *Improving learning, attainment and employability.*

2. *Reducing offending and anti-social behaviour.*

3. *Social Action.*

4. *Improving wellbeing (groups with discrete needs)* Stuart et al., (2014) identify that these 'targeted' programmes focus on young people with specific needs, for example who are young carers, have self-harmed, abused alcohol or have been sexually exploited.

The current study will look at how residential programmes in any one of these strands can impact on young people's wellbeing.

1.3 Personal Interest in Research Topic

My interest in this topic stems from my interest in exploring creative and proactive ways of working with young people to improve their mental health and wellbeing. In my personal experience, I have found outdoor and adventure based activities to be important tools for expanding awareness of thoughts, emotions and bodily experiences. I have been helped through many challenging learning processes in the outdoors, including rock climbing and kayaking, by my instructor's approach to 'learning by doing' and by breaking down and examining fear and anxiety. Hence, I wanted to gain a deeper understanding of how adventure based activities can contribute to self-awareness in different domains, and greater wellbeing in the long term.

Having trained in psychology, mindfulness/yoga and outdoor education, I was also seeking to integrate these practices in a 'wellbeing framework.' This project has been an important journey for me in finding a language that allows me to integrate the multiple worldviews, theories and perspectives in which I have been trained.

This introduction has established a foundation for this study, and outlined the context and motivation behind the study. I will now map literature which is significant to my research topic in the areas of wellbeing, youth development and outdoor learning.

Chapter 2: Literature review

2.1.1 Background to the Research Problem

Many young people across the globe are experiencing lower levels of wellbeing which has led to greater emphasis being placed on youth wellbeing in political and research agendas internationally (Goldin, 2014). The term wellbeing is widely used now across multiple disciplines in the UK as the government has explicitly committed to developing more long term concepts of societal wellbeing. In 2010, the National Wellbeing Programme was launched by the then Prime Minister to 'start measuring our progress as a country, not just by how our economy is growing, but by how our lives are improving; not just by our standard of living, but by our quality of life' (Cameron, 2010).

In 2014 the UK government published an all parties policy on wellbeing identifying four key areas for development:

- Building a high wellbeing economy: labour market policy
- Building high wellbeing places: planning and transport policy
- Building personal resources: Mindfulness in health and Education
- Valuing what matters: arts and culture (Hyland, 2016).

As a result many providers and funders are increasingly concerned with measuring wellbeing as a direct or indirect outcome of programmes for youth development. In the context of declining levels of children's wellbeing, as well as the current context of reductions in government spending on mental health services, there is a pressing need for evidence based interventions which work towards increasing the 'well-being and resilience of local populations' (The New Economics Foundation, 2010).

2.1.2 Wellbeing Definition

The nature of wellbeing and 'the good life' has been debated for centuries and even millennia (McMahon, 2006, p.5). The World Health Organization (1948) defined health as 'a state of complete physical, mental and social well-being, and not merely the absence of disease and infirmity.' This statement set the tone for the development of the concept of wellbeing as a holistic and preventative approach to

health which has permeated many disciplines and sectors. Broadly speaking wellbeing can be defined as a measurement of the quality of people's lives, subjectively in terms of physical, emotional, psychological and social dimensions and objectively in terms of economic indicators such as material assets, employment level and housing (Statham & Chase, 2010).

It has been argued by Dodge et al., (2012) that attempts to define wellbeing have been consistently descriptive in the literature, rather than definitive, as in the case above in describing quality of life in relation to wellbeing. The authors propose a definition of wellbeing as a dynamic concept which incorporates the ongoing process of balancing available resources with existing challenges (ibid., 2015). Wellbeing is thus understood for the purpose of the current study as a dynamic concept which is continuously influenced by a balance between resources and challenges (Dodge et al., 2012) at the individual, social and environmental level.

Youth wellbeing, as a category of general wellbeing research has emerged as a result of a global trend in renewed interest in positive youth development which fosters empowerment, agency and resilience (McLeod & Wright, 2015, p.2). A shift has occurred from focusing on targeted populations for young people who are diagnosed with disorders, or 'at risk' to more universal, and preventative approaches (McLeod & Wright, 2015, p.198).

Despite the national wealth of the UK, the country ranked bottom in a survey of 25 rich countries on a series of indicators of child wellbeing, including prevalence of risk behaviours, peer and family relationships and life satisfaction (UNICEF, 2007). Since these studies, the UK has experienced an economic crisis, including increased unemployment and cuts to public services, potentially impacting the mental health of young people going through adolescence in this period (Hagell, Coleman & Brooks, 2013). The wellbeing of young people from poorer socio-economic backgrounds is particularly negatively impacted by these cuts to services and rising levels of unemployment (Goldin, 2014).

 Young people from poorer socio economic backgrounds are often described as 'at risk'. The term 'at risk' refers to being at risk of crime, substance abuse or violent relationships, to name but a few risk factors (Santrock, 1995). Young people at risk

often fail to reap the benefits of a societal shift towards increasing the general population's wellbeing. Young people at risk of offending, for example, often miss out on universal preventative services altogether and come into contact with mental health services 'at a point that does not offer the most appropriate treatment and placement solutions for mental health problems' (Davidson, 2008, p.21). Child and Adolescent Mental Health Services have been repeatedly acknowledged as not being accessible enough to vulnerable young people (Davidson, 2008).

A secondary concern is the issue of engaging young people who are often distrustful of traditional therapeutic services, if the setting or service is stigmatised and they feel that they don't have choice in their form of treatment (Oetzel and Scherer, 2003). Adolescents are often described by mental health counsellors as difficult to engage in a counselling process (Hanna et al., 1999). Also, 'at risk' young people may be ill-equipped to deal with the communicative and emotional demands of a counselling process, possibly due to poor familial communication patterns (Davis-Berman & Berman, 1994). Hence, there have been calls for an innovative and preventative response to enhancing young people's wellbeing and for more 'joined up' thinking in the provision of mental health services which engage young people appropriately and meet their specific needs (Fraser & Blishen, 2007).

2.1.3 Criticism of Wellbeing Agenda

The government's investment in a wellbeing agenda has been criticised for increasing the responsibility of community and volunteers, by making them more individually responsible, while increasing cuts in key supportive services for young people (Scott, 2015). This approach contributes to the creation of the 'Big Society' in the UK, the current governmental vision for 'greater personal, professional and civic responsibility where social problems are solved by the communities' (Coote, 2010). For example, the recent surge in governmental interest in promoting mindfulness practice has been questioned as being part of a political neoliberal agenda which promotes the ideas of the autonomous individual who is individually responsible for their own wellbeing, while downplaying influential structural factors (Arthington, 2016). It is hence critical that approaches to promoting young people's wellbeing acknowledge their inevitable embeddedness in social and political structures which influence their wellbeing.

2.1.4 Role of third sector and voluntary organisations

As a result of the increased responsibility of the voluntary sector, charitable youth work organisations in the UK have started to have more of a role in preventative wellbeing promotion and service provision.Youth work organisations are often perceived by young people as being more accessible than traditional health services (Gulliver et al., 2010). Voluntary services have proven to be extremely valuable in being responsive to the needs of young people in providing 'unique' interventions in an environment which is often seen as non-bureaucratic and welcoming by young people (Mental Health Foundation, 2007).

This re-shifting in service provision paves the way for the inclusion of innovative approaches to wellbeing promotion. However, a critical and holistic approach must be taken which incorporates the individual and social dimensions of a young person's life and facilitates engagement at a micro/personal level as well as at the structural/environmental level.

Another point of concern is that the term wellbeing is often attached to non-therapeutic services, as a cover-all term, without clear parameters of how the concept is conceptualised and measured. With a broad concept such as wellbeing, a transdisciplinary approach is essential in order to understand why practice 'works' as well as to justify outcomes to clients and funding providers.

An example of one approach to wellbeing promotion which exists in the UK is the youth development charity Brathay Trust which delivers outdoor based residential and community based programmes for young people.

I will now proceed to outline the specific approach of Brathay Trust and the potential contribution that this organisation makes to a multi-dimensional concept of wellbeing.

2.2 Organisational Perspective; Brathay's model of youth development

Brathay Trust is a provider of outdoor based residential and community based programmes for young people, situating itself as outdoor youth development.

Their approach incorporates an experiential approach to learning which works towards expanding participants awareness or critical consciousness of themselves from the perspective of;

15

- their thoughts, emotions and behaviours

- their circumstances

- their place in society

Within Brathay Trust's model of youth development highlighted below a critical pedagogical approach is emphasised; self-awareness is seen as an important stepping stone to wider concepts of agency and empowerment (Maynard, 2011).
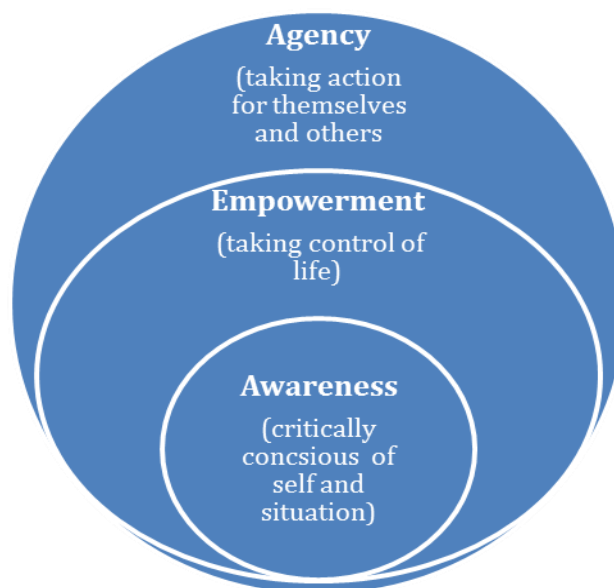
Figure 1: Critical Pedagogy Practice Framework

2.2.1 Critical Pedagogical Approach

Brathay's approach to wellbeing is not just about an improvement in individual functioning, but is about empowering young people to be critically conscious (aware) of factors influencing their wellbeing, develop agency, and take action to change oppressive structures in their lives (Stuart et al., 2014). This approach to empowerment is influenced by Freirean concepts of critical pedagogy (Freire, 1972) wherein the young person is encouraged, in the time away from the 'status quo' to increase their awareness of the political, social and economic circumstances which shape their lives (Maynard, 2011).

The roots of Brathay's approach to youth development lies in 'development training' which Everard (1993) describes as 'a process of active learning from experience, leading to systematic and purposeful development of the whole person:

16

body, mind and spirit. Youth development relies not only on outdoor activities but uses a whole range of mediums including music, art, drama and creative writing to enhance participant's self-awareness (Maynard, 2011). These concepts of 'learning from experience' and 'self-awareness' and 'agency' will be expanded upon in the following section.

2.2.2 Self-Awareness & Wellbeing

Self-awareness is a critical component of wellbeing. DelMonte (2012) states that increased self-awareness contributes to wellbeing in allowing for more clarity of vision, allows one to make more informed choices, and is the first step on the road to getting rid of old habits and attitudes that have become problematic. However, a literature search on self-awareness revealed a difficulty in clearly defining the concept. Cognitive psychology approaches define the concept as "knowledge about the self" while mindfulness oriented concepts of self-awareness focus on a 'felt sense' of open and receptive awareness (Brown & Ryan, 2003, p. 823). An example of both these types of awareness would be; in the cognitive sense, becoming aware that you are having anxious thoughts, and in a 'felt' or somatic sense, feeling the bodily sensations that may follow those thoughts, e.g. tense muscles, shortness of breath. The former is associated with the mental rational mind, while the former is associated with intuitive knowledge (Lomas et al., 2014). As both cognitive and somatic forms of knowledge are equally valid, it is important to integrate both into a framework of wellbeing.

To expand on intuitive forms of awareness, mindfulness programmes have been described as the 'gold standard' in the development of self-awareness and wellbeing promotion with clinical as well as non-clinical populations (Lomas et al., 2014). Mindfulness has a considerable evidence base in its use as a tool to bolster young people's psychological wellbeing through the practice of focusing awareness on the present in a non-judgemental manner (Brown & Ryan, 2003). It is also considerably high on the governmental agenda in its application across many sectors of society in bolstering wellbeing following the publication of the Mindful Nation Report (Hyland, 2016).

Awareness, in the form of critical consciousness is also a central part of Brathay's practice philosophy, as outlined above (Maynard, 2011). Raising a young person's

awareness of the potentially oppressive structures that influence their wellbeing, as in a Freirean critical pedagogical approach (1972), may initially cause frustration and a temporary decline in wellbeing.

However empowering young people to feel that they have agency in the face of oppressive structures is a critical component of wellbeing. Thus, empowerment of young people to be able to have agency in their lives is an additional component of Brathay's approach (Maynard, 2011).

2.2.3 Experiential Learning & Wellbeing

A key component of Brathay's approach to the development of self-awareness is the processing aspect of Kolb's experiential learning cycle (Kolb, 2014). Experiential learning has been defined as;

The process whereby people engage in direct encounter, then purposefully reflect upon, validate, transform, give personal meaning to and seek to integrate their different ways of knowing. Experiential learning therefore enables the discovery of possibilities that may not be evident from direct experience alone (McGill & Warner Weis, 1989, p. 248).

Modern brain research in the past decade empirically supports the understanding that deep learning follows from cycles of rich sensory experience, reflective meaning interpretation, analytical thought, and directed action (Glisczinski, 2011).

An experiential learning approach to wellbeing promotion, using adventure based activities, is particularly relevant to working with adolescents. For adolescents, the brain is particularly primed for social and emotional learning through activities that have a perceived element of risk as they can engage with the young person's heightened propensity for emotion (LeDoux, 1997). Dopamine, the 'feel-good' hormone, plays a significant role in memory formation (Gazzaniga, Ivry, & Mangun, 2002), and subsequently in young people's wellbeing through assisting in the creating of positive memorable learning experiences.

To summarise, the outdoor and experiential learning approach, when facilitated skilfully, can be a powerful, memorable learning experience. Practitioners at Brathay play a key role in extracting the type of learning from activities which this

form of 'deep learning' requires, and in assisting young people to develop tools which will help impact their wellbeing in the long term.

2.2.4 Agency Vs Structure

Agency is defined by Stuart & Maynard (in press,) as 'young people's ability to be aware of the world around them, to choose a course of action and to act on it, creating the world that they want.' A key point in relation to young people's wellbeing is whether young people have agency or are governed by structural aspects in their life (Stuart & Maynard, in press). Some factors relating to Structuralism include the argument that structures in a person's life both enable and constrain individuals, while also exercising power over individual lives (Giddens, 2000), such as in the capacity of a young person to experience wellbeing. Agency is expressed both individually and collectively with collective agency having the most impact on shaping structural aspects of society (Stuart & Maynard, in press). An in depth debate on the duality of structure and agency is beyond the scope of the current study but it is worth noting, as the Integral model (Wilber, 1997) portrays both individual agentic and structural factors interact in contributing to young people's wellbeing.

2.3 A Multi-dimensional model of Wellbeing

I will now proceed to map the multiple fields of theory which contribute to Brathay's approach to wellbeing, and to residential programmes in particular. In order to do this, a framework was employed for mapping the complex nature of the residential experience and the myriad factors that could influence a young person's wellbeing. A model was sought which could incorporate psychological, social, emotional, cultural and physical aspects of wellbeing, and also capture the role of the practitioner in transmitting wellbeing to young people.

It has been argued that psychological theories and models can play an important role in helping to understand the mechanisms underpinning experiential learning and programme development (MacKenzie et al., 2014; Passarelli et al., 2010). Positive psychology has been described as the 'science of wellbeing' (Lomas et al., 2014, p.3).

The field of Positive Psychology is particularly relevant to illuminating aspects of experiential learning practice which is central to Brathay's approach to residential

19

programmes. Lomas et al., (2015, p.1349) define Positive Psychology Interventions (PPI) broadly as 'empirically validated interventions designed to promote wellbeing in a non-clinical population.' In order to map the multiple aspects of wellbeing which PPI's might intervene at, the authors employed Integral Theory developed by the American philosopher Wilber (1997). Integral theory is one example of a framework which has been used in public health (Hanlon et al., 2010), organisational management (Edwards, 2005) and affective education in schools (Marrero, 2007) to allow an interdisciplinary language for discussing complex issues. Integral theory is outlined in the following table;

	SUBJECTIVE	OBJECTIVE
INDIVIDUAL	MIND/ 'I' Thoughts, emotions, memories, perceptions	BODY/'It' Material body (including brain development), behaviours
COLLECTIVE	CULTURE/ 'We' Shared values, relationships, language and cultural background	SOCIETY/'It's Systems, networks, government policy, educational structures, natural environment

Table 1; Integral Framework adapted from Wilber (1997)

Wilber's model represents a holistic view of a person, and the multiple influences on their lives. Individual aspects refer to the construction of individual personal knowledge, which theorists such as Piaget (1972), Dewey (1944) and Kolb (2014) account for. Collective aspects refer to shared knowledge generated through cultural, historical and social relationships which sociological and economic

theorists account for, i.e. Putnam and social capital (Putnam, 2000).The inclusion of subjective and objective quadrant differentiates between what is inner and unobservable (within a group, or an individual) and what is outer and observable (in behaviours and societal structures) (Wilber, 1997).

Integral theory conveys that human experience is best understood as the product of a number of interacting dimensions, although these dimensions are usually separated in conventional thinking, i.e. the subjective vs the objective, the individual vs the collective and the interior vs the exterior (Hanlon et al., 2010).

2.3.1 An Integral view of young people's wellbeing

What is essentially being represented in Wilber's model (1997) in relation to wellbeing is that for each young person, there is something individual and something collective at play. The individual components of wellbeing are at times to do with the inner world and are hence invisible/subjective (The MIND or 'I' - cognitions, emotions, bodily sensations) and at times visible/objective/observable – (The BODY or 'IT,' i.e. body/behaviours/brain development). In the collective domain, the subjective WE incorporates culture, shared values/meanings and relationships. The collective IT's incorporates external societal factors which impact on a young person's life such as class structures, economic considerations, service provision, employment availability.

Residential programmes in an integral context

An outdoor based residential programme may intervene at any one of the quadrants in the integral model. A key point is that each of these interacts on all levels. In order to employ a multi-dimensional view of a residential programme, I propose firstly employing a multi-dimensional view of the young service user taking into account multiple factors that affect their lives including; cognitive, emotional, socio-cultural and socio-economic.

Role of the Practitioner

I will use the Integral model (Wilber, 1997) to portray the key role that the practitioner's approach plays in wellbeing promotion. I borrow from psychotherapy research which states that the relational qualities the therapist brings to growth processes is eight times greater a factor than the particular methodology employed

(Mahoney, 1991, cited in Johanson, 2009). Hence an underlying thread throughout this mapping of the possibilities of a residential is where the approach of the instructor is situated in programme delivery. I will now proceed to map a number of issues which may impact young people's wellbeing in each domain. An in-depth discussion of these issues is beyond the scope of the current study.

I	IT
-70% increase in the last 25 years in Depression and Anxiety in young people(Mental Health, Foundation, 2004) -43% of young offenders who are in prison have Attentional Deficit Hyperactivity Disorder (ibid., 2004) -Looked After Children and care leavers are between four and five times more likely to attempt suicide in adulthood (ibid., 2004) - Increased appetite for emotional intensity, novelty and arousal. It has been argued that puberty creates an opportunity for positive intervention in assisting young people to harness their emotional intensity for the service of positive goals (Dahl, 2004).	-As part of a UK longitudinal study, Collishaw et al., (2004) noted that there has been an increase in the rate of conduct problems in young people age 15-16 years. - Threats to wellbeing due to inclination toward risk taking behaviour; partly explained by the adolescent stage of brain development wherein the lateral prefrontal cortex (PFC) which is responsible for mature self-regulation is not yet fully developed (Steinberg, 2010).
WE	**IT'S**
-Brain imaging research shows that multiple areas of the brain make adolescents more sensitive than adults to the rewards of peer relationships and approval (especially in the case of risky behaviour) (Albert, Chein, & Steinberg, 2013). -Due to economic uncertainty and the trends of modernity, it is often the case that adult roles are often taken on at a much later age (Dahl, 2004), which leads to difficulty for young people finding an identity and a place in society (LeBreton, 2004). -Identity formation (individuation) as a critical task during adolescence involves balancing emerging autonomy with the security and emotional support that a healthy attachment to others provides (Mahler, 1963). -Social media use reinforces societal values of constant and public accountability, and a level of superficial interaction as a cultural norm, which can contribute to feelings of anxiety and social isolation (Labrague, 2014).	-Economic factors such as unemployment and cuts to public services have been linked to negatively impacting the mental health of adolescents (Goldin, 2014). The rise of neoliberalism and individualism has been argued to have contributed to the erosion of communities (Putnam, 2000). -In an existential sense, many argue it is impossible to separate personal wellbeing from planetary wellbeing as the human species is *ultimately* dependent on planetary wellbeing (Smith et al., 2013). Young people are increasingly disconnected from the natural world and lead more indoor, sedentary lives, especially if living in an urban environment (Louv, 2008).The impact that contact with the natural environment and green spaces can have on wellbeing is often a neglected concept in wellbeing research.

Table 2: Selected Theoretical Issues influencing Adolescents

23

In summary, a perspective of a young person's wellbeing is irreducible to any one of the quadrants above. It is important that all quadrants are regarded equally. It will now be mapped how residential programmes in the outdoor education and outdoor development field may contribute to young people's wellbeing.

2.3.2 Interventions in the I quadrant

A number of studies have shown that experiential and outdoor learning residential programmes have positive effects on components of subjective wellbeing such as enhanced self-concept, improved cognitive and emotional symptoms (Russell, 2003, Hattie et al., 1997). A key component of intervening in this domain is the use of reflection and processing exercises as part of the cycle of experiential learning, as described above (Kolb, 2014). It is down to the skill of the instructor to engage with the potential 'emotional intensity' of the adolescent period and assist the young person in processing any shifts in awareness of thoughts, emotions or bodily sensations, which may occur as a result of activities, the setting, the group dynamic or any other component of the residential.

A central theme in youth development works with the developmental task of identity formation (Mahler, 1963). The break from home life in the form of a residential programme allows the negotiation, and clarification of values and personal goals in relation to school, career and relationships (Loynes, 2008). A residential experience can be a place to re-visit and explore issues of 'meaning, identity and ethics' (ibid., 2008).

2.3.3 Interventions in the IT Quadrant

Experiential learning activities allow the practical application and observable 'trying out' of new behaviours, which provide content for processing activities. Young people are given a chance to observe themselves in a new setting, often in a new group dynamic. The 'risky' nature of adventure based activities may play a role in engaging young people due to their often natural propensity towards risk taking behaviour and greater experience of reward in the presence of risk, then is experienced in adults (Cauffman et al., 2007, cited in Steinberg, 2008). It has also been demonstrated that we encode information more effectively in rich, multi-sensory, complex environments, i.e. when we are outdoors and actively engaged, as

24

opposed to passively receiving information in an indoor setting (Werner & Noppeney, 2009). Recent research has also shown that a mild amount of stress, specifically the hormone cortisol, stimulates memory formation in the hippocampus, which means that a mild amount of stress, such as in adventure based activities, can be highly beneficial in promoting positive learning (Allan et al. 2012). Hence, there is huge potential on residential programmes for actively generating memorable learning experiences which are developmentally appropriate for young people.

2.3.4 Interventions in the WE Quadrant

Due to the social intensity of the residential experience there is huge capacity for generating awareness of the influence of the peer group and patterns of communication within the group. Of particular interest in this study, is how the practitioners negotiate these 'relational' issues within a group and how the processing of group dynamics is balanced with individual processing. An important point is how the process of engagement plays out in a way that has a longer term impact on young people's wellbeing through building social capital. Social capital is a critical component of wellbeing, and is described as a resource developed as a result of people's social ties (Putnam, 2000). According to Putnam (2000) people are essentially social by nature and function better in communities governed by trust and positive interaction. However community involvement has been eroded due to the effects of neoliberalism which promotes individualism, (ibid., 2000); 'without at first noticing, we have been pulled apart from one another and from our communities over the last third of the century (ibid., p. 27). The complex debates contained in the topic of social capital are beyond the remit of the current study.

Two aspects of social capital are outlined by Putnam (2000) which are relevant to outdoor based residentials including building (building existing relationships) and bridging (linking to new relationships in communities). Although social capital has been under-researched in the field of outdoor education, the field has been described as being well placed to assist young people in Cumbria to access social capital at the community level (Stoddart, 2004). Brathay is well placed to contribute to wellbeing at community as well as individual level, in both a building

and bridging capacity, since its residential programmes often link up with community based programmes.

As well as reflecting on the values of the young people, it is also relevant to address the role of the practitioner in this domain as they play a key role in the relational aspects of the residential that impact a young person's wellbeing. The practitioner's wellbeing may be influenced by their inner, subjective experience and views on wellbeing (I), the behaviours they partake in to sustain their wellbeing (It) their cultural values which shape their experience (We), and structural aspects of the organisation which impact staff wellbeing (It's).

2.3.5 Intervention in the IT's Quadrant

O'Brien (2011) proposed experiential education as an important tool in developing active citizenship in young people through the instilling of democratic ideals of trust, cooperation and reciprocity, and the valuing of young people's opinion.

The structural societal factors outlined as playing a role in eroding the value of community in modern society are a neoliberalist political agenda, consumerism, and individualism (Putnam, 2000).

An intervention in this domain may be to foster awareness in young people of the societal and governmental factors which contribute to their wellbeing or lack thereof. An opportunity exists within a residential programme, to build a temporary community which models a set of values such as these which are socially and ecologically sustainable, and run counter to the dominant values of modern society (Loynes, 2008). Approaching wellbeing in this manner lends itself to Brathay's third strand of youth development; Social activism. The critical question is how any shifts in identity, or clarification of values during the programme, fits in with the It's, the external structures of young people's lives.

Another possibility for Brathay to contribute to young people's wellbeing in this domain is by assisting in providing resources such as employability skills for example or informing young people about external agencies which may support them. The It's quadrant may be of particular concern in relation to young people who are deemed to be 'at risk' as structural factors such as economic, and educational factors, may be a key role in how the young person has come to be

deemed 'at risk.' The issue of addressing long term structural factors is particularly relevant since there is a concern frequently raised in the literature that the effects of a residential programme are often not difficult to sustain (Brymer & Davids, 2014).

Environmental Considerations

In a world of ever increasing urbanisation research is being carried out into how, for city dwellers, even brief spells of contact with nature can impact wellbeing by reducing stress levels, aggression levels, stimulating learning abilities, and restoring attention levels (Kaplan, 1995). Richard Louv, an American writer, has coined the term 'Nature deficit disorder' to describe the possible negative impact of a 'nature deficient' childhood, contributing to rising obesity levels, attention disorders, and general dampening of creativity (Louv, 2008).

Many forms of outdoor education have been criticised for their purely instrumental rather than intrinsic use of the natural environment, and for promoting ego-centric rather than eco-centric values (Loynes, 2002). Outdoor based programmes have responded in a number of ways by developing programmes which encourage environmental stewardship in young people. Payne & Wattchow (2010) called for a 'slow' pedagogy of place in outdoor education, which encourages moments of 'dwelling' in one's local environment, a reimagining of our relationship with nature, immersive experiences and the development of ecological literacy. Practices such as solos and sit spots, or a designated spot to return to repeatedly, encourage the slowing down of time in order to stop and be a witness to the environment (Young et al., 2010, p.35). Natural environments in adventure therapy settings have also been shown to play in an important role in therapeutic processes, being an active catalyst and a co-facilitator (Berger & McLeod, 2006).The environment can thus be used for instrumental purposes for enhancing personal and social wellbeing and also for its intrinsic worth, in recognising nature for its own sake and the inter-connectedness of humans and nature, e.g. through the carbon cycle.

To summarise, in this overview of the literature I have used Wilber's (1997) Integral framework to map a select overview of factors which influence the wellbeing of a young person who is described as 'at risk.' I have then mapped the multiple ways that a residential/outdoor development programme may intervene at any of these levels, paying particular attention to the role of the practitioner.

2.4 Research Questions

The overall research question guiding this research is;

- What are the practitioners' perspectives on how residential programmes contribute to young people's wellbeing?

- As a result of the literature search, and the broad nature of the term wellbeing, I will split the first research question into;

- From the practitioner's perspectives, how do residential programmes contribute to young people's wellbeing through enhancing their self-awareness in Wilber's (1997) four quadrants of I, It, We and It's.

Chapter 3: Methodology Chapter

3.1 Overview

This chapter outlines the methodological journey that took place during my project. I will detail the justification of a qualitative approach, the sample appropriateness and the use of semi-structured interviews. I will also incorporate a discussion of the need for a tool to analyse the interviews on the subject of wellbeing, given the breadth and complexity of the subject. Wilber's integral framework is introduced as a framework for analysing the multiple components of an outdoor based residential experience which contribute to wellbeing in Brathay (Wilber, 1997). I will discuss the ethical considerations involved in the data collection method used and the limitations of the project.

One of the main objectives of the current study is to gain insight into Brathay's approach to wellbeing, and how residential programmes contribute to young people's wellbeing. Hence, since practitioners have the most contact with residential programmes, the author decided to focus on the opinions of the practitioners. This study may be an important prelude for future studies which focuses on how Brathay's model of residential provision impacts young people, from the perspective of young people themselves.

3.2 Reason for qualitative approach

In order to investigate my research question I have chosen a qualitative approach which incorporates interviews and participant observations. A main goal of the project is to gain insight into the practices and experiences of the outdoor practitioners and managers at Brathay in relation to wellbeing. Qualitative research allows the capturing of subjective view points on issues, and allows a 'deeper' understanding of social phenomena than can be provided from purely quantitative data (Silverman, 2000, p.8).

As pointed out in the literature review, there have been calls for greater understanding and clarity of the process of experiential education, and youth development (Barrett & Greenaway, 1995). Much research has been carried out on the area of experiential education which has adopted a positivistic, outcome based approach to illuminating the phenomena that are involved, which some argue is

mis-matched with the epistemological foundations of experiential learning (Allison, 2000). Allison (2000) argues that in order to do justice to the work that is carried out in the field of experiential learning we must shift the focus from asking 'does it work' to asking 'what processes are at work in this situation' and 'what is the nature of the participant's experiences?' (Ibid., p.23).

Information is included in the study about Brathay's model of contributing to wellbeing. However, as I wanted to gain more of an insight into what is happening 'on the ground' I decided to focus this study on the views of practitioners as they have the most in depth contact with the 'processes that are at work,' in the outdoor residential experience. Practitioners have the most detailed insight into the elements of their practice which are most impactful, and what barriers exist to promoting the wellbeing of young people who come to Brathay.

3.3 Organisational Context
Due to the wide variety of youth work which takes place at Brathay, I decided for the purpose of this study to focus on the residential rather than the community aspect of Brathay's work. Brathay have a number of residential centres, which deliver residential programs that are from two days up to one week long in duration. These residentials are often incorporated into wider community based programs and are an integral part of Brathay's approach to youth development and contribution to young people's wellbeing (Stuart, 2014).

3.4 Qualitative Interviews
As Hammersely (1992) outlines qualitative research has a preference for attempting to 'document the world from the point of view of the people studied,'for words rather than numbers, and for naturally occurring, socially situated observations and unstructured interviews rather than experiments (Hammersley 1992, p.165).

Since my aim was to gain an insight into practitioner's worldview concerning the processes at play during an outdoor residential experience, I decided to use a combination of observations and semi-structured interviews. A semi-structured interview permits sufficient flexibility to allowed interesting aspects of the practitioner's views and experiences to emerge, which are connected with the research questions (Denscombe, 2010). Eight out of ten participants were interviewed in their place of work at Brathay Trust and two participants were

interviewed over the phone. The interviews lasted between forty-five minutes and one hour. The interviews were recorded and fully transcribed.

As wellbeing is an extremely broad topic, I felt it was necessary for me to hone in on a specific aspect of wellbeing in order to analyse the concept in enough detail. I began interviews with the intention of analysing specifically the psychological and cognitive aspects of wellbeing. I realised throughout the interviews that in order to convey the complexity of the residential experience and its contribution to participant's wellbeing, I needed to broaden out my conception of wellbeing using a quadrant which divided the concept of wellbeing into psychological, emotional, physical and social. I also incorporated questions on multiple elements of the residential programme, including activities, processing, impact of the setting and the approach/qualities of the instructor themselves. I attach a copy of the Interview guide (Appendix 1).

3.5 Interview questions

I investigated the personal/subjective view of the practitioners on wellbeing through asking the interviewees about their own personal view of wellbeing and how they see that definition coming into play within their work at Brathay. I then presented the participants with the definition which I was using for the purpose of the current study, and outlined the different components of wellbeing which I would discuss with them. In order to concretise the subject further, I connected self-awareness to wellbeing in the context of the Theory of Change model from which Brathay's programmes operate (Stuart et al., 2014). Stuart et al (2014) identify that Brathay's targeted programmes (with vulnerable populations) focus on improving the wellbeing of young people through a process of increasing awareness, empowerment and ultimately agency in their lives. In discussing awareness in the different domains of cognitive, emotional, social and physical, I was explicitly making the assumption that greater awareness in these domains ultimately leads to greater wellbeing.

Due to the huge scope for analysis within an integral view of practitioner's professional view of the residential programme and its impact on young people, I decided to hone in my analysis on the professional aspect. Hence, the majority of the questions connected to wellbeing related to the practitioner's professional views

of the impact of the various components of the residential programme on young people's wellbeing. The personal view of the practitioner on their own wellbeing, and the culture of staff wellbeing at Brathay will be presented in the analysis and recommendations but lengthy discussion is beyond the scope of the current study.

3.6 Qualitative Observations

Participant observation was used in the current study wherein the researcher was acknowledged in the workplace by participants and gained data by 'shadowing a group through normal life' (Denscombe, 2010, p.207). The observations gave access to a behavioural aspect of practitioner's approach to delivery which contextualises the practitioner's subjective experiences (Silverman, 2008). During the observations I was able to gain insight into non-verbal behaviours, the interactions between the young people and practitioners, and the organisation of the activities on the residential course. It was possible for me to observe four of the eight practitioners that I interviewed. I observed three programmes and took part in various activities, including rock climbing, ghyll scrambling, a high ropes course, and whaling, a unique boating activity at Brathay. I took field notes after the observation days based on the planned outcomes for the programmes, the activities employed and the approaches to processing activities which were relevant to enhancing the young people's wellbeing. I also took field notes based on the informal conversations which I had with visiting staff. In some cases I was not only observing but also was part of the activities. The main purpose of the observations was to provide a context from which I could question the practitioners. This fed into the interview process in that I was able to ask the practitioners what their 'thinking' behind various elements of the programme design was. My discussions with visiting staff provided an insight into how the programmes at Brathay impact young people's wellbeing in the long run, which is especially useful when the staff see the 'before and after' when working with young people.

The first group I observed for four hours firstly during an activity period and secondly during a processing period on their five day residential. The second group were on a two day residential and I observed on an activity for one hour and processing activity for another hour. The third group I observed for an entire two day residential experience, including multiple outdoor activities and processing exercises.

3.7 The sample

Participants were contacted on the basis of their involvement with residential programs, including development trainers who work directly with young people and line managers of development trainers. It was considered desirable to include more interviews with development trainers as they have more direct contact with the delivery of residential programmes. Participants were recruited via email, with emails being sent to ten development trainers/tutors and three managers. Ten interviews were conducted in total which included seven development trainers and three managers. The respondents completed in depth semi structured interviews. The number of interviews was kept at ten in order to allow for sufficient depth of analysis in the time frame allowed for the current study. Throughout the analysis section, the development trainers and managers will be collectively described as practitioners. This step was taken due to the small number of managers that were interviewed, which made the data from their interviews recognisable.

Residential programmes were chosen for observation which were targeted at enhancing the participants wellbeing. The programme types were limited to what programmes were running during the window of time I had available for observation during the research project.

The programs had a variety of planned outcomes including;

-enhancing capacity for relationships/social awareness

- enhancing community wellbeing through improving relations with police officers

- enhancing employment skills such as confidence, leadership

The observations consisted of observing key elements of the programs, including the approach of the instructors, the activities used and approaches to processing the activities.

The programmes that were observed were all groups from disadvantaged urban areas who already experienced unemployment, or were deemed to be at risk of being involved in crime. The age range of groups that were observed was from age thirteen up to twenty-four.

33

3.8 Data analysis

This study used in depth semi structured interviews in order to explore the participants' views on wellbeing and their views of how the residential experience contributes to participant's wellbeing (See Appendix 1 Interview Guide). All interviews were recorded and transcribed in their totality.

Field notes were also incorporated from programme observations, including informal conversations with visiting staff members. In the case of field notes, wherever possible, the informants were asked for permission that their comments could be used anonymously in the study. Thematic analysis (TA) was employed as a process for analysing raw qualitative data (Boyatzis, 1998). The data was read multiple times in order to extract identifiable common themes in practice and behaviour. TA was deemed to be the most suitable approach for analysis as it is not tied to any theoretical orientation and is hence compatible with the interdisciplinary nature of the study.

3.9 Analysis tool

As mentioned in the literature review, I chose a tool for analysis which allows transdisciplinary dialogue and integration. Wilber's integral theory model (1997) has been incorporated across diverse sectors including affective education, organisational management and public health. For example Hanlon et al. (2010, p. 307) have used it in public health studies to understand the 'maze of interconnected problems' which affect wellbeing. I incorporated integral theory in order to;

-    holistically represent the multiple factors which impact on a young person's life (as represented in the literature review).
-    capture the complexity of the residential experience
-    analyse the multiple ways that residential programmes can intervene to raise participant's awareness and improve wellbeing in these four domains

After initial coding of the interviews, the codes were grouped into categories which were relevant to the research questions. The categories were then mapped onto the four quadrants of Ken Wilber's integral theory as follows;

	SUBJECTIVE	**OBJECTIVE**
INDIVIDUAL	MIND/ 'I' Thoughts,emotions, memories,perceptions	BODY/'It' Material body (including brain development), behaviours
COLLECTIVE	CULTURE/ 'We' Shared values, relationships, language and cultural background	SOCIETY/'It's Systems, networks, government policy, educational structures, natural environment

Table 3; Integral Quadrant adapted from Wilber (1997)

The quadrant model was then used to analyse which areas of wellbeing residentials contribute to most and where the gaps lie in service provision, according to the perceptions of the practitioners and managers involved in this study. I also mapped onto the quadrant my own observations of the elements of the residential.

To clarify further the breaking down of codes into four quadrants consisted of examples such as;

- The I quadrant –The processing of cognitive/emotional wellbeing.
- The It quadrant - The observable aspects of the programmes- purposeful use of activities/trying out of new behaviours.
- The We quadrant– The impact of the relationship with the instructor, the influence of the peer group and the group dynamic.
- The It's quadrant– The external structures which practitioners made reference to including the support services made available to young people after the programmes, external societal influences such as education, government policy, economic factors.

3.10 Ethics

Ethics approval was granted for this study from the *Norwegian Social Science Data Services* (NSD) (Ethics Approval is attached in Appendix 1). There were not deemed to be any risks involved in the interview process as the practitioners were adults who gave written consent for participation in the research process. The content of the questions did not probe any personal details of their lives. Participants who were deemed to be suitable for the project were contacted by email and also sent an information sheet about the nature and purpose of the study (Find attached Appendix 2- Request for participation in research project)

In the case of programme observation, the young people and visiting staff were informed that my presence in the programme was to observe the practitioners' approach to programme delivery. I ensured that I did not probe any information from young people and had minimal impact on the program delivery.

3.11 Limitations of Study

A main limitation of this project is that the practitioner's often do not see the long term impact of the residential programmes on a young person's wellbeing and for the main part, can only speculate about the long term impacts. For this reason it was deemed important to engage with the visiting staff as part of my observations in order to gain insight into some of the longer term impacts of the programmes on wellbeing. However, this still gains insight only into the observable IT components of wellbeing. A fuller picture of the impact of residential programmes would be to follow up residentials with an evaluation of the subjective wellbeing of the young people themselves coupled with observations from staff they work with.

Chapter 4: Presentation of Results/Analysis

The main themes will be presented as they emerged from thematic analysis of the interview data. The themes will be presented and discussed as they connect to the research questions;

-       What are the practitioner's perspectives on how residential programmes contribute to young people's wellbeing through increasing awareness in the following domains;

-       Individual-Subjective (I), Individual-Objective (It), Collective-Subjective (We), and Collective-Objective (It's)

The themes will be presented in four sections as they connect to each quadrant of Wilber's integral framework.

I	IT
- Experiential Awareness of self –talk - Importance of allowing gaps/reflection - Strengths based approach	-Importance of Risk -Use of Creative/Indoor Approaches
WE	IT's
- Rapport Building - We as a path to I - Reflection on cultural values	-Connection to life outside residential -Impact of the Natural Environment

Table 4 Presentation of Main Themes

4.1 Presentation of Results – I Quadrant

In relation to the I quadrant or the young person's inner subjective world, the participants were asked how processing and reviewing activities in a residential programme contribute to young people's awareness and ultimately wellbeing.

Theme 1; *Developing an experiential awareness of self-talk*

The processing activities and the 'path' to discussing the inner subjective processes of young people were intricately connected with the activities, and the observable IT quadrant. One theme (described by five practitioners) was processing before an

activity in order to prepare the young people's mind-set for activities and raise awareness of the links between thoughts, emotions and bodily sensations/behaviours.

'I might use a reality therapy approach…the idea of you're in control of your thoughts, you're in control of your physical actions…So their mind-set is ready before going and doing the activity…(P4)'

Activities were processed in the moment, as well as involving the recall of previous events;

'Can you remember a time where you were stretched, and moved into almost panic, and then you did it anyway and it became easier.. reminding them of how they resolved it, how they talked to themselves (P2).'

In using this approach, the practitioners seemed to be raising the young person's awareness of the agency they have in their lives in relation to their interior world; their thoughts and emotions.

Awareness of self-talk in relation to anxiety and fear during activities also emerged as a subtheme. Eight out of ten of the interviewees mentioned the model of Comfort Stretch Panic in relation to managing emotions on a residential programme. I observed in one residential programme how this model was put into practice in the case of a rock climbing experience for a young person. When the young person felt they couldn't complete the climb, it was acknowledged that they were beyond their safety zone of 'stretch', and had moved into 'panic.' The young person was encouraged to be aware of how they were talking to themselves, and to become aware of how anxious thinking connected to bodily sensations and emotions. The instructor repeatedly referred back to the young person's experience throughout the remainder of the residential, reinforcing the courage they had shown in saying no to the climbing experience, and the awareness they had shown in relation to their emotional state. The processing in the moment of the rock climbing activity had been approached with a calm, reassuring tone of voice and relaxed body language which indicated there was no pressure to complete the task. It was clear that the activity itself was secondary to the cognitive and emotional processing which the practitioner was facilitating in that moment.

Through the ability to partake in safe risk taking, in an example such as this the young person was able to gain confidence from asserting their boundaries, and in end of course reflections they described the incident as important in building their confidence in learning to say 'no'.

There was a strong emphasis in the interview data on awareness in a cognitive sense, i.e. being aware of self-talk, or of behaviours. However, another level of awareness was also alluded to by a number of practitioners, awareness in a felt sense, i.e. of bodily sensations and of the natural environment through reflective guided and solo experiences.

Theme 2; *Reflective practices/Allowing gaps between activities*

Eight out of ten interviewees talked about the importance of allowing gaps between activities for the purpose of independent reflection on activities.

'So I've done quite a few programmes, where after each activity we'll have a little review, asking... so what about that activity? Giving them an individual place to just sit, and reflect on what being here is all about....(P6)'

Four practitioners noted the use of solo periods, in order to allow the young person to process activities in their own time. The environment was seen as an important tool for enhancing sensory awareness;

 'We could sit there at the top of a hill with the group, and get them to sit for 30 seconds and be absolutely quiet and listen...it is an important part about recognising where they are, getting them to look and actually concentrate on what they're seeing and hearing, smelling and touching, all those things.' (P9)

Many practitioners included examples such as these exercises to enhance sensory awareness which are similar to mindfulness in practice, without explicitly calling it mindfulness;

'It's intuitive.. There's no particular model, it's about listening and being more aware of what is around you, and thinking about 10,000 years ago, what was here.' *(P9)*

Such practices indicate that the practitioner's intuition on what activities are relevant at any given time is developed over years of practice. The introduction of new 'trends' in practice such as mindfulness and positive psychology may be simply seen as new words for what is already being practiced intuitively.

Theme 3; Strengths based approach

From observations, it emerged that how processing activities are instigated is an extremely intuitive process and arises from the practitioner's sense in the moment of what that particular group needs. The development of this intuition had for practitioners developed over many years of working with different groups. I discovered during observations that it was at times difficult for practitioners to articulate why they had chosen a particular approach to processing.

I observed one particular activity in which the group were asked to recognise strengths in other group members and then asked the practitioner to reflect on the thinking behind the choice of activity. The practitioner specified that activity had not been planned, but was used because of a 'feeling' that that was what the group needed at that moment. (The young people in this group were aged 20-23 and on a two day programme with the purpose of enhancing confidence and employability skills.) As a closing activity, the strengths based activity led to the group members going away with an increased sense of confidence, and wellbeing. This observation was judged from how the group was communicating with each other, and with the practitioners, and also from the positive feedback the young people gave in relation to their subjective wellbeing, in the evaluation forms at the end of the programme. An overview of this anonymous feedback was shared with me by the practitioner who was involved.

The processing activities in this regard developed awareness in relation to individual strengths, and also to 'the other,' i.e. a sense of individual wellbeing seemed to be developed in relation to activities as a member of a group.

A strengths based approach was also evident throughout the interview data. Six practitioner mentioning finding ways to boost the confidence of young people, and looking at where people's strengths lie as a starting point for a programme.

'when I look at a group, I'm thinking where are they now, in their skills, knowledge experience, what have they got, what can we build on, work on and where do they need to go..'P5

'It's often about establishing positive feedback, beginning to give positive strokes.. trying to find peoples strengths and identifying them within the group,' (P3)

4.2 Presentation of Results – We Quadrant

The We Quadrant was the most prominent theme which emerged in the interview data. Four out of the ten interviewees stated that the social aspect of young people's wellbeing was where the Brathay residential programmes had the most impact;

'What stands out the most for me, as the strongest element in our residential work is the social dimension of wellbeing..' (P9)

Theme 4; Rapport Building

Nine out of ten practitioners mentioned the important skill of rapidly gaining rapport to achieve engagement as critical for working towards enhancing young people's wellbeing. A residential may often be a first point of contact with a community based program, and is used as a way to connect young people to encourage 'buy in' to a wider program.

'..they'll follow you anywhere because of that, of that engagement, and they'll make that assessment within the first 30 seconds.. 'Who are you?''(P4)

One practitioner remarked about how often the purpose of working with young people 'at risk' is about 'engaging the unengage-able..' (P4)

This skill of rapid rapport building is a critical component of working in the outdoor industry, particularly with activities which have a degree of risk involved. It is critical to the safety of young people that the practitioners are capable of getting young people 'on board'. I will now proceed to outline themes that emerged about *how* rapport is built. Two practitioners mentioned showing vulnerability as an important part of building rapport.

'And often, the way I introduce addressing anxieties is I'll talk about different experiences in my life that are similar to theirs.. The first time I stood in front of a

41

group like you guys.. Anxiety was going on in this way, and now I'm really comfortable with it..' (P2)

One practitioner mentioned a psychosomatic approach to gaining rapport and seeking to understand where a person is at;

'*You're sussing out exactly where everyone is at, and you might do that unconsciously, even by looking around at where everyone's facial expressions are, clocking what's going on and you might make the decision to approach somebody because they look a certain way…But approaching them in a calm way, in a reassuring way. That invisible arm around your shoulder, its going to be ok, influencing the mood of the group, sometimes matching it,'* (P7)

The participants described a highly intuitive process of how they gain rapport in a person centred-manner. Six out of ten interviewees mentioned the way that young people are treated by all staff at Brathay with respect/unconditional positive regard considerably contributes to young people's wellbeing.

In my observations, I noted the unconditional positive regard that the practitioners had spoken of, from the technicians that were working with the young people to the venue staff who were serving them food. My observations corroborated the respect that had been described which exists across the board in the treatment of young people at Brathay. I also observed within a residential the demonstration of considerable vulnerability in the case of the drawing of a 'life map' to share with the group. The practitioner talked honestly about difficulties they had experienced in their lives, and this discussion set the tone for a considerable level of emotional honesty and safety within the group throughout the residential.

A theme which also emerged was the negotiation of relationships with visiting staff and the difficulty of managing multiple agendas within a residential; the visiting staff, Brathay staff, and often, the external funding body.

Theme 5: We as a path to I

The practitioners were also asked how the group dynamic contributed to young people's wellbeing. A strong theme emerged that group wellbeing is used as a path

towards individual wellbeing. The initial stages of residentials seemed to be concerned with how the group is functioning.

'The group needs basic functioning, that allows them to form, understand where they're at, to then get the confidence to move on to then be more reflective themselves..'(P2)

'You're trying to be effective with your time, so when you say buddy up, they're learning how to check each other..they get the chance to practice formulating their thoughts first.. the more you can get them to work in pairs the better.. So, the peer bit is a really effective way to get individual outcomes..as we don't have the time often to go round a lot..'(P4)

Seven out of ten interviewees mentioned the 'storming' period of a group dynamic, which can be productive in allowing a group to accelerate it's development, and get to the point of individual development;

'So when it comes (storming), that's when you go, now work can begin.. But that's Day 3-4 when it gets to that point.. That's when it gets really good.. '(P4)

Thus, an important part of working towards individual outcomes is first working with group dynamics, and allowing the group to 'work it out' (P8). Key group skills that were mentioned were communication, leadership, listening skills, and using trusting, supportive language within a team;

'You've seen them use language that is caring, trusting.. You've seen them support one another and you've seen them use language that is caring nurturing, supportive and trusting, as opposed to language which is the opposite..'(P6)

The activities (IT) were employed and observed by the practitioners in order to generate social awareness within the group, in how they communicate with others.

In one of my observations, the visiting staff member remarked;

'They get to learn that it's not all about them.' (VS1)

On that particular programme, the outcomes were concerned with improving relationships of young people from an urban area with police officers in their community. On the same programme, another visiting staff member discussed the

progress that they had seen the young people make from the first time they had attended a residential at Brathay;

'I see the progression over the number of programmes; they want to take over things they want to help out. They want that bit of responsibility.'(VS2)

Both visiting staff member remarked on the positive impact that it had on individual wellbeing, having the opportunity to be part of a functioning group that carried out team tasks, like ropes activities and simply cooking together.

Theme 6: Reflection on Cultural Norms

Half of the participants mentioned using the residential as an opportunity for reflection on the societal values which influence young people's lives, including constant accountability and connection with technology;

'Not having wifi is just as much of an activity in terms of expanding your comfort zone and awareness as doing a high ropes course as that pushes them right into almost panic.. So that's a great opportunity to work with that.. It's great to able to go, this is amazing isn't it? ..that this happens for us, what is that about?'(P6).

One participant mentioned when having a group of girls on a residential that not wearing make-up became a powerful thing;

'They show up first, fully made up.. And then by the second day, they dropped their mask, they realised there was no need for make-up.. so it was about feeling good about themselves, even though they're not wearing make-up when they always do, making them realise that there are choices, and having conversations about it..' (P3)

4.3 Presentation of Results - IT Quadrant

In connection to the IT Quadrant, respondents were asked what activities they find most beneficial for the purpose of developing awareness in the four quadrants of wellbeing. A strong theme that emerged was that the activities themselves were secondary to the processing and expansion of awareness that takes place during them.

'To talk about activities first, or to plan from that perspective, is back to front for me.. We're not an activity centre..'(P5)

As outlined in the We quadrant the activities were typically used in the early part of a programme to allow initial observations of how the group is functioning. I observed this in the use of team games at the beginning of a residential which took place in order for the trainers to see 'where their group were at.' The practitioners carefully observed the language that was taking place, and the behaviours of the individuals.

'I think what we do is behaviour based stuff. We're looking at the characteristics of folk.. If it's team building or working together or communication, it's through feedback and process and the experiences, they are becoming more aware of what they're doing and also more aware of this is the area that I can work on ..' (P4)

Theme 7; Use of risk

There was a general consensus that the challenge and risk element of outdoor adventure based activities was an important part of how the practitioners viewed the impact of the residential programme;

'There is a theory about the more higher perceived risk activities- you strip away alot of the shields people have, 'edge work' is possible as people are quite raw..'(P8)

'They're taking on challenges, they're having to push their boundaries, which they wouldn't be encouraged as much to do at home.. the more daunting the challenges seem, the more of an effect the activities seem to have.'(P1)

Theme 8; Use of creative strategies

Four of the participants noted the important role that can be played by creative 'indoor' and lower perceived risk activities such as mask making, drama, body mapping* and art in contributing to awareness in the individual and social domain.

'Drama was a really useful way to work with those really vulnerable kids.. the kids in care that we were working with..(P6)'

45

'*For some groups, it's more of the creative, inside, thinking about ourselves, so a shield session, body mapping can be really powerful.. If they've never had the chance to think about themselves, and what's going on for them..(P3)*'

A gender difference in the interview data was that the participants who discussed the importance of the indoor creative activities such as art, drama and 'body mapping' were all female. The male participants spoke more frequently about outdoor and risk based activities. It was clear that choice of activities were also based on personal interests, competencies and beliefs in 'what works.'

4.4 Presentation of Results - IT's Quadrant

Finally, I will explore the It's quadrant; the objective-collective structures of a young person's life, as it was present in the interview data. For the purpose of this study, the It's quadrant will be analysed on a number of levels; the process of integration of learning during the residential to the young person's life externally, to awareness of societal factors and to the natural environment. The interviewees were not asked explicitly about factors related to the It's quadrant but the interview data was analysed for themes which connected to the It's quadrant.

 Theme 9; *Connection to life outside residential*

The practitioners demonstrated a strong emphasis on the relevance of the exterior social context which is a backdrop to the residential experience.

 '*It brings challenges, in how do they integrate this back out there.. And I think that comes down to the skill of the facilitator really, to work on that and to make it not just a passing thing.*'(P2)

Seven out of the ten interviewees mentioned the importance of integrating the residential with external structures and that a residential could be detrimental without connection to wider services in the young person's life.

'*The residential has to be part of bigger picture, as a way of focusing.. if you just take people from obscurity and then drop them back into obscurity, as an isolated special event, its actually more destructive, then it is helpful in a way, unless you do something that follows it up., it just doesn't work.*' (P8)

Six out of ten participants mentioned the concept of agency and the use of processing strategies that empowered young people to help themselves;

'*I use it as quite a common conversation, it gives them that kind of agency.. looking at the stuff they've got agency over of, awareness and acceptance of, or being mindful of, what they can't change and don't have control over..*' (P5)

Three participants remarked that wellbeing was something which had longevity attached to it;

'*Sometimes they're only here for three days. I need to ethically feel like someone can step into their world, being more well with what they've become more aware of. Or maybe not even more well, but be more aware of the things that effect their wellbeing.*'(P7)

Concern was also expressed that some staff would not be sufficiently equipped to assist young people to reach out to wider support agencies.

'*For some staff who come from more of an outdoor ed background. If a young person came to them about something to do with substance abuse.. They might not be aware of the support agencies in the area.. They wouldn't think to go, heres a number..*'

Theme 10; Impact of the Natural Environment

The impact of the environment on young people's wellbeing was also shown in the interviews and in my observations on programmes. One visiting staff remarked;

'*Some of these guys in this programme have never left the city, and might never have the opportunity to leave the city again. We've no idea what this means for them, before they even step off the bus.*' (P4)

The impact of the environment at Brathay is difficult to quantify, in terms of it's impact on young people. In observing a programme which included outdoor rock climbing in the Langdale valley, I observed the practitioner encouraging the appreciation of the environment;

'*Isn't this amazing? Aren't we incredibly lucky to be here?*' (P6)

Eight out of ten interviewees mentioned that the potential of the environment of having a positive effect on people's wellbeing could be maximised more in the residential experience.

'*It's nice to remove them from where they're from to give them a break from home life and the chaos and distractions.. Before we had good signal, that was awesome..*'(P3)

Two participants remarked that the environment is having more of an effect on young people then it has had before;

'*Sometimes you do see that having an impact in them in a positive way, whether they like it or not.. whether that's a sense of calmness, or some kind of inner peace, being surrounded by fresh air, not constant drum and bass.. as young people are surrounded by more poor quality food and more fast paced screens… It's becoming more of a shift than it used to be, in a lot of cases..*' (P6)

4.5 Overview of Practitioner's personal view of Wellbeing

In the following section, I will outline the practitioners personal view of wellbeing, including the I (individual/interior) perspective and their view on the It's/ structural factors which impact programme provision at Brathay. Considering the key role that practitioner's contribute to young people's wellbeing it was considered relevant to include an analysis of the practitioner's personal experience of wellbeing at Brathay, which adds depth to their views on the wellbeing of young people. The reflections on the structural factors at Brathay which influence staff wellbeing were not explicitly asked about in interview content but emerged as a strong theme throughout the interviews.

Personal view of Wellbeing

When asked about what the term wellbeing meant to practitioners, a number of common themes emerged. Five out of ten interviewees mentioned the term 'balance' within their discussion of personal wellbeing. Practitioner's idea of wellbeing also seemed to be aligned with aspects of Brathay's approach to youth development with four practitioners mentioning feeling like they have agency in their life as important to their wellbeing;

'I believe a lot in locus of control, I believe that people who have good wellbeing, often have an internal locus of control- not seeing it as the world just acting upon you, that you're the captain of your ship.' (P4)

Five practitioners alluded to the fact that, for them, wellbeing was a dynamic concept that required ongoing resilience;

'Wellbeing I suppose is not necessarily about always being in a great place, because life doesn't happen in an 'everything's always great' kind of way. There are negatives, and it's about accepting those. So you're not living in a delusion either, that everything should always be great.' (P7)

Importance of organisational 'culture of wellbeing'

It emerged that many practitioners felt that the 'culture of wellbeing' at Brathay significantly contributes to the young people's wellbeing as described above under the theme of 'rapport building.' However, it also emerged that on an organisational level, the prioritising of staff wellbeing was seen as lacking at Brathay due to segregation amongst departments, and a lack of recognition of programme delivery staff. Practitioners described how, in order to present a unified and authentic approach to enhancing young people's wellbeing, it is critical that the values of trust, reciprocity, appreciation and open communication are shared amongst the staff at all levels in the organisation.

'We can only do for others what we've done for ourselves first..'(P6)

'It's about all the things Brathay want to develop in other people, in participants in courses.. About feeling empowered, developing agency, really feeling I have control to make change in my life..'(P4)

'Staff wellbeing is massively important. I'm not privy to management decisions, but I don't see any evidence of that being a priority and that is the source of a lot of peoples frustrations, and lack of wellbeing.. (P5)

'We're not being heard. I can deliver the best course, and it might be the worst, and no one would know about it.. Feedbacks not always taken on in delivery terms, it's got to the point where I can't be bothered to say the feedback anymore. The feedback goes in and it stays compartmentalised.' (P3)

The practitioners also mentioned how the courses occasionally had an emotional impact on them, verging on the need for supervision, which they didn't feel was fully available to them. There was a general consensus that more recognition of the intensity of the work the practitioners do would positively contribute to young people's wellbeing also.

'It needs someone to have a conversation at the end of the course, from externally, to have a quick conversation and say 'how're you doing?' how's the head? 99% there'll be nothing to report.. Occasionally that happens informally.' (P5)

There was a general consensus that more attention to staff wellbeing would have an impact on staff member's ability to positively influence the wellbeing of young people.

Chapter 5: Discussion

The above section gave an overview of practitioner's views and my own observations which corresponded with the four quadrants of Wilber's (1997) integral framework. Based on this analysis, the results will now be discussed in

light of relevant theory and the author's interpretive process. The discussion section will be presented in line with the four sections underpinning the main research question;

From the practitioner's perspectives, how do residential programmes contribute to young people's wellbeing in Wilber's (1997) four quadrants of I (individual - subjective), It (individual-collective, We (collective-subjective and It's (collective – objective).

The following table (4) gives an overview of aspects of wellbeing which will be discussed in the following sections in connection to Dodge et al., (2012) definition of wellbeing. Table 4 represents elements which emerged in deeper analysis of the interview data which connected to resources and challenges in each of the four quadrants. The table provides a tool for combining Dodge et al., (2012) definition of wellbeing with the Integral framework (Wilber, 1997).

I		IT	
Resources	Challenges	Resources	Challenges
-Awareness of Capacity to be alone -Mindfulness techniques -Awareness of Strengths -Awareness of Links between thoughts/emotions behaviours	-Being able to integrate new found awareness in home context -Possibility of emotionally challenging circumstances at home	Experience of healthy risk taking behaviours -Development of new skills, e.g. climbing/art/drama	-Temptation to engage in risk taking behaviours
We		It's	
Resources	Challenges	Resources	Challenges
-Social Capital; New relationships and links to a new social group -New awareness of influence of cultural norms on behaviours, e.g. use of make-up	-Having 'buy in' from visiting staff who young people have contact with after residential programmes -Maintaining awareness of cultural influences on wellbeing	-Development of employability skills -Awareness of impact of societal factors on wellbeing -Awareness of therapeutic effect of natural environment	-Frustration that may result from awareness of societal factors impacting wellbeing -Accessing natural environments, particularly in urban centres

Table 5; Dynamic Framework of Wellbeing

5.1.1 I Quadrant

Research Question 1: In the practitioner's view, how do residential programmes at Brathay contribute to young people's wellbeing in the I quadrant?

It emerged that, in the practitioners' views, Brathay's residential programmes contribute to young people's wellbeing in the I domain through creating awareness of self-talk, through reflective activities and through a strengths based approach.

The practitioners described giving young people the opportunity to *experience* and critically reflect on emotional and thought processes before during and after activities. Becoming experientially aware of the power of thoughts, and how they trigger emotions and behaviours is a critical component of psychological wellbeing

(Brown & Ryan, 2003). Developing awareness, and enhanced agency on the micro level in relation to the possibly oppressive nature of negative thoughts, may be an important starting point before developing agency in other domains of life.

5.1.2 Different levels of awareness

Practitioners described multiple different approaches to raising awareness and agency in relation to the I quadrant, the interior cognitive and emotional world of the young people.

A number of practitioners mentioned the use of solo time, and silence in the natural environment, as a way to allow young people to independently process activities. This type of activity alludes to raising awareness beyond the purely cognitive, to the sensory and somatic levels of awareness as described in the literature (Brown & Ryan, 2003). As mentioned in the literature, modern schooling typically emphasises the cognitive mode of operating and dominance of the mind over the body (Spretnak, 1999, p.14). The use of sensory enhancing activities in the natural environment, and practices such as attention to breath emphasises intuitive and body based learning so that young people are given a chance to experience a 'felt sense' of their environment rather than simply reflecting on it in a cognitive way. According to governmental guidelines on best practice in wellbeing promotion, non-cognitive approaches such as mindfulness practice are recommended for enhancing positive affect in young people, reducing anxiety, and enhancing general wellbeing (Hyland, 2016). This subject will be discussed further in Recommendations below.

Practitioners also discussed the importance of connecting the I quadrant-related processing activities with the We and It's quadrant; i.e. in turning individual processing conversations into reflections about choice and agency over situations that were external to the residential programme. However in practitioners' discussions related to the I quadrant, it was not explicitly mentioned how the processing activities used to heighten awareness in this domain could be extended beyond the residential in a way that is relevant to the We and the Its domain. Practitioners discussed having conversations about choice and agency but there was no explicit mention of tools or resources which a young person could take with them beyond the residential for sustaining enhanced cognitive and emotional

awareness. Taking the structural aspects of a young person's life into account, there is a concern frequently raised in the literature that the effects of a residential programme are often not sustained (Brymer & Davids, 2014). Hence, it may be important that any tools offered in the I Quadrant connect to the We and It's Quadrant, i.e. that they are practically applicable in young people's lives.

In relation to Dodge et al's., (2012) concept of wellbeing as concerning a balance between resources and challenges, the challenges in this domain connect to how to sustain a temporary boost in confidence, resilience, and wellbeing in way that fits into the daily lives of the young people. Resources which fit with the We and It's dimension of the young person's life may be; contacts for support agencies, literature on mental health, or suggestions of mobile applications which promote positive mental health and wellbeing to name but a few. Resources in relation to aspects of the I quadrant mentioned above may be also considered as the capacity to spend time alone, taking ownership of one's 'mental space'. Challenges in this regard, may concern the business of urban life and the societal norm of maintaining constant online communication (LaBrague, 2014).

5.2 We Quadrant
Research Question 2: In the practitioners view, how do residential programmes at Brathay contribute to young people's wellbeing in the We domain.

It was mentioned by a number of participants that the We quadrant, the dimension of relationship building, creating awareness of communication patterns and reflection on cultural norms, was the real 'power' of the residential programme in contributing to young people's wellbeing.

This finding corresponds with the findings of Stoddart (2004) on the potential of outdoor education programmes to enhance the social capital of young people. I will now discuss the interaction between the different quadrants on how this social capital is built and how this may connect to longer term concept of wellbeing.

5.2.1 Impact of the group on wellbeing
There was a strong emphasis throughout the interview data on the importance of the group as a path to individual wellbeing. The emphasis on group, and team work within the practitioners' discussions seemed to de-emphasise the individualistic focus of the positive psychology approach, which was also present in the interview

data; for example, in the young people learning it's 'not all about them (VS2).' Many examples were also given throughout the interview data of terms such as trust, communication, leadership and hearing the voices of the young people which all correspond with Putnam's (2000) concept of social capital which builds norms of reciprocity and trust. Brathay is well placed to play a role in linking the short term increase in self and social awareness through the residential programme, to more long term social capital due to its links with wider community programmes. Brathay is hence, in a position to respond to both the need for 'building' social capital in the form of building new relationships and 'bridging' social capital in the form of linking the young person with social resources in their community (Putnam, 2000).

The residential programme, in the vein of Dodge et al., (2012) definition of wellbeing, may heighten the young person's awareness of the social resources that are available to them, in the form of belonging to a group, and also gives them realistic experiences of dealing with the challenges that group involvement also can entail. The type of resources which the practitioners discussed connecting to wellbeing were mainly related to young people learning to be in a group, and to trust and support one another

Taking the developmental stage of the young person into account, the main developmental task in adolescence is identity formation (Mahler, 1963). As young people are increasingly finding it more difficult to find their place in society (LeBreton, 2004), a residential programme may be a social experience which 'awakens' young people to the value of belonging to a group, and a community programme which may have a long term impact on their social wellbeing. This point is also supported with literature connecting to the IT quadrant which demonstrates heightened sensitivity to peer approval, during the adolescent period (Albert, Chein, & Steinberg, 2013). Seeing Brathay's approach to improving young people's wellbeing through the Integral framework, the intuitive practice of the practitioners is validated by the literature related to brain development connected to the I Quadrant.

5.2.2 Impact of relationships on wellbeing

As pointed out in the literature, one of the most challenging parts of working with young people who are 'at risk' is engagement (Oetzel and Scherer, 2003). Residential programmes at Brathay are often used as a form of engagement in order to get the young person to 'buy in' to a wider community program such as Princes Trust. This is where the voluntary sector often fills in the gaps of statutory services in providing services which are responsive to the needs of young people and take place in a non-bureaucratic, welcoming environment (Mental Health Foundation, 2007).

The intensity of time that practitioners spend with young people is a key, unique feature of the process of residential programme which is extremely difficult to replicate in a community, or professional mental health service. As well as the quantity of time spent with young people, the quality of time spent during a residential is also remarkably different to statutory services. For example as the practitioners described, being able to walk and chat alongside a young person on a hillwalk, using the metaphor of a journey, or being able to share meals together.

The informal approach of practitioners at Brathay may provide welcome reprieve for disengaged young people who may be adverse to/suspicious of educational institutions and statutory mental health services. This point has been raised in the literature on how the voluntary sector often responds to the needs of young people in a unique and creative way (Mental Health Foundation, 2007).

5.3 It Quadrant

Research Question 3: In the practitioners view, how do residential programmes at Brathay contribute to young people's wellbeing in the IT domain?

5.3.1 Engagement & IT Quadrant

There was a general consensus that the outdoor adventure based activities had enormous potential for positively impacting young people's wellbeing, which corresponds with the literature (Hattie et al., 1997). These findings are supported by literature which states that young people may be experiencing neuro-chemical rewards during the activities which have a perceived element of risk (Cauffman et al., 2007, cited in Steinberg, 2008). The underpinning of experiential learning with

neurobiology research adds understanding as to how specifically the activities generate memorable learning experiences.

The gender differences highlighted above, in reflections on the types of activities which contribute to young people's wellbeing, reflect the influence of the practitioner's personal opinions and values on the way programmes are delivered.

The foundational philosophy of development training was described as being based on the development of the 'mind, body and spirit' of the young person, by incorporating art, music, drama and creative writing as well as outdoor activities (Dybeck, 1996). Since only four of the ten participants, who were all female, mentioned indoor creative activities, it may be worth reflecting upon how the foundational philosophy of Brathay currently influences practice and if this philosophy has shifted in focus. However, these findings may merely reflect the general affinity of the practitioners for outdoor activities, given the exceptional facilities and outdoor environment where Brathay is situated. The current study was not sufficiently extensive to uncover what degree indoor activities are used over all at Brathay.

It emerged from observations that the activities used, the way that rapport was built, and the way that activities were approached were person centred and developmentally appropriate.

5.4 It's Quadrant
Research Question 4: In the practitioners view, how do residential programmes at Brathay contribute to young people's wellbeing in the IT's domain?

5.4.1 Impact of reflection on society- We & IT's
The conversations about choice and agency concerned promoting agency in young people and fostering empowerment.

The societal structures influencing young people's wellbeing were outlined in the literature as being educational structures, societal trends such as globalisation, and the impact of a neoliberal political agenda which has contributed to the erosion of communities (Putnam, 2000). It was also noted that residential programmes could be a site of reflection, on the 'status quo' of societal and cultural norms of society akin to Freirean approaches to critical pedagogy (Freire, 1972).

Examples of critical pedagogical approaches in the interview data focused on encouraging the young person to question the We quadrant/cultural norms, and for the most part, did not extend to the It's quadrant, the objective structures of society. However, the practitioners were not explicitly asked about how the residentials contribute to a young person's awareness and ultimately wellbeing in relation to objective-collective structures in their lives. This analysis was made based on the frequency of points connected to the It's quadrant and wellbeing that emerged in the interview data.

The interview data suggested that the practitioner's see developing agency in young people as a key component in having an impact on their wellbeing. However, it is an important point to debate about whether many of the young people coming to Brathay have agency in their lives at a macro level. It is certainly the case that in the current economic climate, many young people who voted against 'Brexit' may feel like they do not have agency in their lives. On the micro level, applying cognitive strategies to improving wellbeing such as positive psychology alone have been described as an approach that is applying a superficial solution to issues of social justice (Ledwith, 2011). It indeed may be pointless to change the mindset of a young person without being able to help them to change the structural aspects of their lives which impact their wellbeing. This is where it may be essential for Brathay to partner with organisations in the community setting which help young people to change the oppressive structures that may be governing their lives.

5.4.2 Role of the Natural Environment

The practitioners described making use of the natural environment as an underutilised resource in contributing to young people's wellbeing. As described above, the intuitive and sensory activities mentioned were linked with the natural environment. Any examples that were given which described practices that were similar to mindfulness were practiced with the natural environment as a critical component. This point is supported by literature on the powerful role that natural environments play in therapeutic processes, being an active catalyst and a co-facilitator (Berger & McLeod, 2006).

Many forms of outdoor education have been criticised for their purely instrumental rather than intrinsic use of the natural environment, and for promoting ego-centric

rather than eco-centric values (Loynes, 2002). In the practitioner's discussion of the limited use of the power of the natural environment at Brathay, the dominance of 'ego-centric' values seemed apparent in programme design at Brathay. Eco-centric values may be part of practitioners approach to sharing their love of the outdoors at an individual level, but generating environmental awareness did not appear to be an explicit part of programme outcomes or the ethos of programme delivery.

However 'ego-centric' practices such as working solely with individual levels of wellbeing may be part of a path to promoting awareness of and connection to the natural environment. For example, it may be extremely difficult to practice mindfulness in a natural environment if distracted by ruminative negative thought (I), and a pre-occupation with your peer's opinion of the practice (We). So, it may be in some cases important to work with the I and We Quadrant of young people's wellbeing before moving to the It's Quadrant. Hence, Brathay's work may be situated as a counterpart or a prelude to projects which work explicitly with enhancing environmental awareness and stewardship in young people.

Viewing wellbeing through Dodge et al., (2012) meaning of wellbeing, access to a natural environment outside the residential programme may be one particular 'resource' that the young person may have access to, in order to sustain this 'calming' effect the practitioners spoke about. The challenge lies in young people being afforded the opportunity to gain access to wilderness opportunities beyond the residential experience.

5.5 Practitioner's Perspective

In the interview data there was a strong message of discontent amongst the majority of practitioners with how staff wellbeing is handled at Brathay. It was argued by practitioners that open communication amongst staff, and the sharing/discussion of practice, may assist in clarifying the values and practices governing each practitioner's choice of activities. Practice which carries on without reflection on current best practice and the changing needs of young people risks stagnation, and shortcomings in being responsive to the dynamic factors influencing young people's wellbeing. In a similar vein a lack of supervision risks emotional fatigue for practitioners, who although are working in the parameters of 'wellbeing,' the boundaries with therapy practice can often be blurred, as has been noted by the

59

current study. Just as the young person can't be separated from their external circumstances, the impact of the programme on young people's wellbeing can't be separated from the values of the practitioner, their preferred activities and the culture and organisational structure at Brathay.

Chapter 6: Conclusion

In the current study, the practitioners at Brathay Trust were asked how they perceive the residential programmes as contributing to young people's self-awareness, and ultimately wellbeing.

Using Wilber's integral model (1997) allowed an analysis of the practitioner's emphasis in the interview data on the four main dimensions of a young person's wellbeing in which a residential programme may intervene.

The main findings were as follows;

The We domain was the quadrant which the practitioners placed the most emphasis on. The key elements which contributed to wellbeing, in the practitioners' views, were creating awareness of how the young person was functioning in the group, and the value of thinking about 'more than themselves.' In connecting to literature on wellbeing this feeling part of something bigger, and the engagement with the visiting organisation through the residential programme can play a significant role in young people's wellbeing in the long term, in terms of social capital which is a key component of wellbeing (Putnam, 2000).

Also within the WE Quadrant, in the vein of critical pedagogy, some practitioners also emphasised raising awareness of cultural values and norms which impacted wellbeing, including mobile use and wearing make-up. The creation of a temporary community which encouraged values of cooperation, inter-dependence, and open communication counteracts societal norms of individualism and consumption (Loynes, 2008).

The use of the We Quadrant was noted to be critical for the purpose of developing awareness in the I Quadrant. It was found that the practitioners spoke of enormous diversity in how they engaged with the I quadrant; the emotional and cognitive experience of the young people.

- Overall there was considerable overlap between Brathay's practice and elements of positive psychology, including a strengths based approach.

-Awareness was created in this domain through the activities, (The IT Quadrant), the cognitive processing on activities, the relational aspects of the residential as well in some cases, the use of reflective activities which encouraged sensory awareness, akin to mindfulness practice

- It was discussed how this type of awareness is transferred to wellbeing through connection to the young person's life through conversations about choice and control, but no explicit resources or tools for cognitive awareness were explicitly mentioned as ways to sustain the heightened awareness gained during the residential

- The practitioners made reference to the It's Quadrant through conversations about choice and agency referring to the external structures of the young person's life. A critical pedagogical approach was mentioned in relation to the We Quadrant but not in relation to the It's quadrant.

-The natural environment was mentioned as an under-utilised resource in programme delivery at Brathay. The potential of Brathay's potential to work in partnership with organisations that foster environmental awareness was explored.

6.1 Contribution of Current Study & Future Research

The current study provided an insight into the practice of residential programme delivery at Brathay through the lens of Wilber's integral framework (1997). The model provided a valuable insight into where the practitioner's perceive that the strengths and weaknesses lie in how residential programmes impact on young people's wellbeing. For the field of youth development, the study provides a lens through which to examine the areas of wellbeing that residential programmes may contribute to. Gaps in service provision can be continuously assessed using the integral framework (ibid., 1997).

An integrative view of wellbeing also avoids the often individualistic approaches of positive psychology and acknowledges the agentic as well as structural factors which impact young people's wellbeing. Employing the integral framework takes a long term view of residential programmes, concerning how any processing tools used in relation to the I Quadrant can be transferred to the young person's life in a way that fits into cultural and societal aspects of their life. The addition of Wilber's

framework (1997) with Dodge et al.,'(2012) definition of wellbeing provides a framework for reflecting on how the concept of wellbeing is something ongoing and dynamic. The model may be used to empower young people to reflect on their own 'quadrant' of resources and challenges and when the balance may be disrupted due to a lack of awareness within the four dimensions.

The strengths of the current study lay in its broad scope of literature. The breadth of the study was maintained in order to capture the full scope of the Integral Framework (Wilber, 1997). However, in the breadth of literature included, there was not scope for a lot of depth in the analysis of literature. Any one of the quadrants could be taken as an individual study and it is recommended that further research focuses on just one of these quadrants in order to apply sufficient depth of analysis to the multiple factors that influence young people's wellbeing in each of these domains.

A further limitation of the current study is that the practitioners often do not see the long term effects of the residential programmes on young people. Further research is recommended to follow up the current study by exploring the perspectives of young people themselves and visiting staff at Brathay on the long term effects of Brathay's residential programmes on the four quadrants of wellbeing.

Facing into the next 70 years of Brathay's practice, the integral model allows an integrative perspective on the challenges that the organisation will face. Global financial, social and environmental instability is an increasing reality. If wellbeing is viewed as a dynamic concept, approaches to programme provision will require constant reflection in order to shift practice in accordance with changing environmental and global factors which influence young people's wellbeing. There will always be a search for what's relevant now for young people. The model allows reflection on what is relatively constant in young people's lives in the IT dimension, their propensity for heightened emotion, peer influence and for risk taking behaviours, as well as what is more dynamic; the external It's and We factors

6.2 Recommendations for the organisation involved

Based on the current study, there are a number of strategies which Brathay could employ which would work towards an integrative approach to promoting wellbeing in young people.

- The incorporation of a more explicit mindfulness practice which is in line with current 'best practice' within the wellbeing governmental agenda. Combining a critical pedagogical approach with mindfulness may counteract its criticisms of its association with a neoliberal agenda (Arthington, 2016) that promotes self-help tools without addressing structural factors of a young person's life. Developing the explicit practice of mindfulness in the natural environment may also be a way of further utilising the natural environment to enhance young people's wellbeing, as the practitioners stated it was an under-used resource at Brathay. Mindfulness practice is just one example of a number of possible practices which can be incorporated into the cultural norms and technologies available to the young people (We/It's), i.e. through the use of mobile applications, and the myriad of online resources available.

- In the case of helping young people to process emotions such as fear and anxiety, a sharing of basic brain biology (It) throughout the course of residential is recommended. This approach would be helpful in making the process of awareness more explicit in helping young people to understand how their thoughts impact their brain, and subsequently their behaviour, as has been used in the Mindup Mindfulness programme in the States.

- I also recommend the use of an integrative framework, such as the Integral model in order to map where the strengths of Brathay's approach to youth development lies, as a whole, and assess where linkages can take place with other organisations who place an emphasis on enhancing awareness in one of the quadrants in particular. For example areas of youth work, environmental education initiatives and mental health services. In this sense, the potential contribution of Brathay's wider contribution to a wellbeing agenda can be mapped according to how it fills

Due to the interconnectedness of the multiple factors in an organisation which impact wellbeing, the prioritising of staff wellbeing is recommended in creating a 'culture of wellbeing' which would trickle down to service provision. A more

explicit recognition of staff wellbeing, as suggested by the practitioner themselves included;

- A formal system of 'checking in' with the psychological wellbeing of practitioners on residential programs, in the form of a short phone call from a line manager, after targeted programmes in particular which involve vulnerable young people.

- Development of a platform for sharing elements of practice on residentials with the wider staff in the form of a short blog piece or the sharing of a 'snippet' of positive elements of practice at all staff team meetings. Two practitioners suggested this as a way of showing the rest of the organisation the 'human face' of Brathay, and a way of reinforcing a shared sense of value purpose underlying the organisation.

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70

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Appendices

Appendix 1: Interview Guide

Wellbeing Study – Interview Guide

Introduction & Purpose of Study

1. What is your role in Brathay?

2. Could you briefly tell me about your professional background

   3a What does the term Wellbeing mean to you (in a personal sense)?

   3b Are there any ways that you see programmes at Brathay as contributing to the wellbeing of the clients here, in the way that you describe?

   4. Presentation of definition I'm using for the purpose of the current study and hypothesis about Awareness → Wellbeing.

   -Description of Wellbeing incorporating psychological, emotional, physical, and social factors

5. How do you see the work of Brathay as contributing to the self-awareness and ultimately wellbeing of participants in the different domains of psychological, emotional, social and physical aspects as I have described?

6. What aspects of the outdoor based residentials specifically do you see as playing a role in enhancing self-awareness, leading to wellbeing?
- Setting?
- Group dynamic?
- Processing activities?
- Activities?
7. How can Brathay improve in its approach to wellbeing?

74

Appendix 2: Ethical Clearance

NSD

Lars Jørun Langøien
Seksjon for kroppsøving og pedagogikk Norges idrettshøgskole
Postboks 4042, Ullevål stadion
0806 OSLO

Vår dato: 27.04.2016   Vår ref: 48196 / 3 / BGH   Deres dato: Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 04.04.2016. Meldingen gjelder
prosjektet:

48196	Exploring best practice in experiential teaching methods at Brathay Trust and their contribution to the National Wellbeing Agenda.
Behandlingsansvarlig	Norges idrettshøgskole, ved institusjonens øverste leder
Daglig ansvarlig	Lars Jørun Langøien
Student	Louise O Connor

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er
meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i
personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i
meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt
personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger
kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de
opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et
eget skjema, http://www.nsd.uib.no/personvern/meldeplikt/skjema.html. Det skal også gis melding
etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database,
http://pvo.nsd.no/prosjekt.

Personvernombudet vil ved prosjektets avslutning, 31.07.2016, rette en henvendelse angående
status for behandlingen av personopplysninger.

Vennlig hilsen

Kjersti Haugstvedt

Belinda Gloppen Helle

Kontaktperson: Belinda Gloppen Helle tlf: 55 58 28 74

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

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